

It is the **mission** of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

MANSFIELD PUBLIC SCHOOLS

2018

Development Plan Outcomes Report

2019



We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and life-long learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

DISTRICT FRAMEWORK



1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.



STATEMENT 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Establish Curriculum Teams in the four primary content areas

The addition of a second middle school teacher to the four core academic teams allowed for a more balanced review and development of curriculum across the grades. The focus of the curriculum teams this year was creating a common curriculum design approach. The work began with defining curriculum for each of the skills in the Mansfield Portrait of the Graduate and continued with application to every content area. The curriculum team leaders were instrumental in engaging all teachers in the process during the February professional development day. In addition to the August work days, an evening workshop was held in the spring.

Design and implement Summer Curriculum Writing Institute

Nearly every team is continuing the curriculum development work during the summer months. This work is an extension of the spring workshop. In addition, all teachers were invited to a “design your own” literacy institute in June in which teams of teachers could identify areas of the curriculum they wished to dive into more deeply. This three day institute is facilitated by our district literacy specialist with assistance on one day from a nationally known trainer and author.

Develop a shared understanding of the qualities and characteristics of 21st Century Student Work

Implementation of the Portrait of the Graduate Benchmarks has been the focus of work in this area. Most of this work has occurred at the school level with trainings and instructional development during faculty meetings. The middle school is in the process of creating grade 5-8 learning progressions further defining the student expectations at each grade level. The work of the curriculum teams in creating curriculum for each 5C was shared with all faculty during the October professional development day where teachers developed learning experiences that addressed the curriculum.

Continue to develop school-based social skill programs

Under the direction of our Director of Student Services, the Social and Emotional Learning Task Force comprised of administrators, teachers, and parents have been working to bring clarity to the needs of our students and teachers, explore best practices, and determine how best to ensure all students develop the social and emotional skills needed to meet our mission and curricular goals. The Task Force has completed the needs assessment and best practices review and will next begin to define the expected skills for students at various grade levels.

ACTIONS & INITIATIVES

Establish Curriculum Teams in the four primary content areas

- The four core curriculum teams (language arts, mathematics, social studies, science) will be expanded this year to include a second representative from the middle school.
- Curriculum team members will participate in two days of leadership training and action planning to support attainment of the MPS Development Plan.
- Curriculum teams will work with all faculty to craft the beginnings of curriculum maps that define goals, over-arching understanding, and skills and knowledge in each content area.
- Curriculum teams will monitor the effectiveness of curriculum and instructional practices by regularly reviewing student performance data.

Design and implement Summer Curriculum Writing Institute

- Continue to develop design process for student-centered curriculum designed to meet the needs of the 21st century learner.
- Conduct training in effective instructional planning led by Authentic Intellectual Work Institute.
- Design summer 2019 curriculum development institute.
- Receive recommendations from Curriculum Team regarding curriculum development work for summer 2019.

Develop a shared understanding of the qualities and characteristics of 21st Century student work.

- Develop curriculum map for each of the Portrait of the Graduate skills that define goals, over-arching understanding and skills for each.
- Work with teachers to develop instructional practices that support attainment of the 21st Century skills defined in Mansfield's Portrait of the Graduate.
- Support implementation of student-centered instructional practices and project-based learning experiences throughout the schools.

Continue to develop school-based social skill programs

- Use data from 2018 student and parent surveys to extend the work of school climate initiatives in each school.
- Form a social and emotional learning task force to identify best practices in addressing the needs of the whole child.

Statement 1: The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Measurable Outcomes

90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students

Spring 2019 survey found 85.4% replied positively to the statement: *I have a clear understanding of the curricular goals and expectations for students.*

Curriculum maps that define the goals, over-arching understandings, and skills for each of the Portrait of the Graduate skills will be developed to support unit and lesson design.

This was completed in early fall by the Curriculum Team Leaders and shared with all faculty during the October professional development day. The work has continued with maps under development for each content area. This process has been led by Team Leaders with participation by all teachers during the February professional development day.

School behavioral data will show an increase in positive behaviors

Mansfield Middle School has a variety of recognition programs. During the 2018-19 school year 133 referrals for positive behavior were made to the office. Postcard recognition programs resulted in 129 messages about positive behavior sent to homes in grade 7 and 131 in grade 8.



STATEMENT 2: *The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.*

Implement a student centered literacy program in grades K-6.

Teacher professional days in June of 2018 provided time for review of student achievement data and team planning for the 2018-19 school year. Additional experiences with both nationally recognized leaders in literacy and local experts continued throughout the year for teachers in grades preK-8. Clearly defined skill progressions for reading and writing are now complete for grades K-8 and work has begun on progressions for grammar. A new phonics program was piloted in grades K and 1.

Support the transition to Next Generation Science Standards.

New instructional units and assessments continue to be implemented in grades 5-8 and were expanded to grades K-4. Curriculum Team Leaders and Enrichment Teachers have led this work at the elementary level. Training was provided to all teachers during the March PD day with support from a State expert in NGSS.

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

The technology curriculum team is creating K-8 curriculum that defines learning expectations including digital skills, digital citizenship, and applications of digital learning across the curriculum. Regular use of digital tools has been supported by Curriculum Team Leaders who have shared applications with staff in each school. Inclusion of the library media staff in this work has allowed for further integration in school settings. Grade 5 students experienced a digital citizenship unit designed to address safe and appropriate uses of the Internet, including social media sites, developed and implemented collaboratively by the library media specialist and the English/Language Arts teachers. Google Apps has been expanded to include a dedicated platform for all curriculum and core district documents and a Literacy Portal has been developed to house instructional resources and professional and curriculum materials.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

Learning is monitored using a range of assessment tools including State assessments, computer adapted normative screening assessments, commercially developed monitoring tools, locally crafted assessments, and structured teacher observation. These data are reviewed regularly to identify students in need of additional supports. These supports are provided by classroom teachers, specialists, para-educators, and UCONN interns.



STATEMENT 2 continued...

Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.

Support K-8 teachers in the related arts in the implementation of new national and state standards.

Enrichment teachers have an ever increasing role in providing experiences to all students. At the middle school robust student selected programs in robotics, science, history, and problem solving have grown in participation. In addition, collaboration with classroom teachers on problem-based learning experiences provide more opportunity to integrate enrichment experiences into the general curriculum. Robotics programs are growing at the elementary level as well. In addition, classroom teachers and enrichment teachers collaborate monthly to design and deliver problem solving experiences and inquiry-based science units. Advanced math classes continue as needed.

Lead by Curriculum Team Leaders, all areas of the arts are developing clearly defined and articulated K-8 curriculum that addresses national and state standards. A work day in February has been followed up with cross school collaboration this spring to continue the work.

ACTIONS & INITIATIVES

Implement a student-centered literacy program in grades K-6.

- Build a common understanding of grade level performance expectations in language arts and implement a revised assessment plan.
- Continue to support teachers in the implementation of a workshop approach to developing reading and writing skills in grades K-6.

Support the transition to Next Generation Science Standards in grades 5-8.

- Pilot NGSS aligned units in grades 3-8
- Begin to craft assessment strategies consistent with NGSS in grades 3-8
- Build teacher understanding of NGSS Standards in grades K-4

Continue to promote the use of digital learning experiences to support and enhance all areas of the curriculum.

- Implement use of digital tools that support individualized learning and enhance development of the skills defined in the Mansfield Portrait of the Graduate.
- Expand use of Google apps for education including e-mail and calendar systems, learning management platform, and shared drives.
- Utilize digital tools that provide intervention support to students.

Ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

- Engage teachers in evidence-centered reviews of student performance to support planning for instruction.
- Conduct annual review of student performance for all students enrolled in intervention and special education programs.
- Continue to utilize teaching interns and volunteers to supplement English Language Learner instructional programs.

Provide enrichment experiences to students to extend the curriculum and promote use of 21st century skills.

- Provide project-based learning experiences to students through the enrichment program at the elementary schools.
- Continue to provide NGSS aligned science instruction led by enrichment teachers to classrooms throughout the district.
- Continue to provide enrichment in mathematics at MMS and as needed in the elementary schools.

Support K-8 teachers in the related arts in the implementation of new national and state standards.

- Provide collaboration opportunities to support program development for teachers in the arts across the grades.
- Continue to support music and physical education teachers in the revision of curriculum.

Statement 2: The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Measurable Outcomes

80% of students will meet expectations in English/Language Arts as measured by State and local assessments

	Smarter Balanced Assessment	STAR Early Literacy Spring Benchmark	STAR Reading Spring Benchmark
Kindergarten		65%	
Grade 1			86%
Grade 2			78%
Grade 3	68.5%		74%
Grade 4	76%		79%
Grade 5	82%		79%
Grade 6	71.4%		66%
Grade 7	77%		66%
Grade 8	81.4		65%
Overall	76%		Not applicable

End of Year Text Level Achievement Percent of Students Meeting or Exceeding Expectations

Grade	Percent
K	61%
1	90%
2	66%
3	61%
4	74%
Overall	70%

75% of students will meet expectations in mathematics as measured by State and local assessments

	Smarter Balanced Assessment	STAR Math
Kindergarten	n/a	n/a
Grade 1	n/a	n/a
Grade 2	n/a	69%
Grade 3	78.4%	72%
Grade 4	75.2%	79%
Grade 5	77.7%	92%
Grade 6	61.9%	78%
Grade 7	66.9%	73%
Grade 8	70.8	81%

90% of students will meet expectations in science as measured by State and local assessments

	2018-19 Smarter Balanced Science Assessment
Grade 5	Results Not Published
Grade 8	Results Not Published



STATEMENT 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

End of grade 8 expectations have been defined for each of the Portrait of the Graduate skills and in every content area. These skills have been defined as curriculum Transfer Goals, the big ideas and understanding to be acquired and Enduring Understanding, more specific conceptual understandings developed by the curriculum.

Map backwards to define expectations for each grade in the content areas listed above and begin to identify assessment strategies that include 21st Century skills to measure student progress toward these expectations.

All content areas are in the process of defining specific expectations at each grade level through the development of learning progressions. These have been completed in reading and writing. Portrait of the Graduate skills have been defined for the end of grades 2, 4, and 8. Assessments continue to be developed for units of study that incorporate 21st Century skills. Curriculum Teams will begin to develop “cornerstone” assessments or assured (required) learning and assessment experiences at specified grade levels as part of the overall curriculum development process.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas.

Each school has identified a collaborative process for reviewing student performance data and developing unique plans to meet the needs of individual students. Data from all assessments has been gathered and entered into a local data monitoring system. A new commercial product for data management was selected this fall is currently being prepared with historical data. Training of district specialists in this system has been completed and training for all faculty will occur in the fall of 2019.

ACTIONS & INITIATIVES

Identify end of grade 8 expectations in the content areas of: English/language arts, mathematics, social studies, and science.

- Curriculum teams, working with all faculty, will develop curriculum maps that define goals, over-arching understandings, and skills in each content area.
- Revisions to the assessment plan will be made annually based on review of student performance and feedback from teachers.

Map backwards to define expectations for end of each grade in various content areas and identify assessment strategies that include 21st century skills to measure student progress toward these expectations.

- Use Portrait of the Graduate benchmarks as criteria for evaluating student performance in 21st century skills.
- Begin development of cornerstone tasks designed to support attainment of curriculum goals and evaluate student performance.

Develop collection and reporting practices to support continuous monitoring of student performance in each of the content areas. Review current collection process and data management tools.

- Pilot new digital management system for collecting data.
- Use district assessment plan to define data collection expectations.
- Engage teachers in the analysis of data from State and local assessments to be used in instructional planning.

Statement 3: The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Measurable Outcomes

75% of students will demonstrate expected growth as measured by STAR assessments in reading.

	STAR Early Literacy	STAR Reading
Kindergarten	38%	Not applicable
Grade 1	56%	Not applicable
Grade 2	Not applicable	60%
Grade 3	Not applicable	58%
Grade 4	Not applicable	72%
Grade 5	Not applicable	63%
Grade 6	Not applicable	48%
Grade 7	Not applicable	49%
Grade 8	Not applicable	44%

75% of students will demonstrate expected grade level performance and growth as measured by STAR assessments in mathematics.

	STAR Math
Kindergarten	Not applicable
Grade 1	Not applicable
Grade 2	59%
Grade 3	51%
Grade 4	62%
Grade 5	65%
Grade 6	57%
Grade 7	56%
Grade 8	49%

80% of students will demonstrate attainment of end of grade expectations in reading as measured by commercial and locally developed assessments as defined in the district assessment plan.

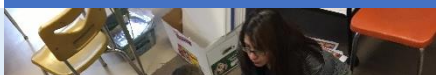
	Fountas & Pinnell
Kindergarten	61%
Grade 1	90%
Grade 2	66%
Grade 3	61%
Grade 4	74%

Teachers will utilize performance assessments to measure application of content knowledge and 21st century skills.

Students have been challenged to engage in self-assessment of the 21st century skills as defined in the Mansfield Portrait of the Graduate. Teachers have created rubrics to assess these skills in problem-based learning experiences.

School teams will meet 3 or more times per year to review assessment data to both monitor student performance and plan future instruction.

Each school has provided regular collaboration time (no less than once a month) for teachers to examine student performance data and develop plans to ensure continuous learning. These collaboration times include structures for monitoring and supporting individual students.



STATEMENT 4: The district supports embedded professional development that advances the goals of the district and engages staff in continuous improvement.

A variety of experiences that engage staff in authentic professional learning are part of the regular practice of schools. These include team meetings, lab site experiences, coaching, and instructional rounds. Teachers, administrators, and para-educators learn with and from each other in each of these experiences.

Our work this year has continued to focus on student-centered instructional practices across the content areas. Tiers of professional learning have been created to provide both new learning for all and focused learning for teams and individuals. Tiers include advancing the goals of the district through whole district Professional Development programs on PD days, department or content area learning delivered in schools by outside or district specialists, learning together in faculty meetings, and teacher directed learning in team meetings and through annual goal setting. Professional development experiences outside the district are provided when programs address our goals or needs. Highlights this year include attendance at national conferences that promote 21st century skills work, the training of teachers and administrators in a task evaluation protocol known as Authentic Intellectual Work, self-directed lab sites, and the inclusion of teachers in the instructional rounds process.

The Professional Development and Educator Evaluation Committee has begun the task of rewriting the Mansfield Educator Evaluation Plan with a focus on changing the student goal setting process so that it integrates professional learning. STEP, a national model for professional learning communities, has served as the core structure of this work. Working in teams, teachers identify a student performance need related to school and district goals, engage in a variety of research practices to better understand the need and how to address it, then institute a cycle of planning, implementing, and evaluating interventions to promote improvement. Following appropriate approvals, this new plan will be implemented beginning in 2019-20.

ACTIONS & INITIATIVES

Develop a common understanding of “embedded professional development” and use these practices when defining professional learning experiences for staff.

- Teachers and administrations will design district level professional development experiences that are grounded in teacher’s day-to-day teaching practices and advance instructional practices (job embedded).
- Time will be provided for collaboration across grade levels within schools and departments and across schools and departments.

Develop a district professional learning plan for the Board of Education, administrators, teachers, and para-educators that advances the goals of the district.

- Identify the professional learning experiences necessary to advance the work of the district and successfully address district and school priorities.
- Seek feedback from teachers regarding the quality of the professional learning experience and the effect of the experience on their practice.

Create school professional learning plans that integrate educator evaluation expectations with school and district goals.

- Each school and district department will create a professional learning plan designed to provide the support needed to advance the goals of the district and schools.
- Teacher evaluation goals will reflect the goals of the school and district and include teacher identified professional learning activities to support individual professional growth.
- Selected teachers will participate in a teacher evaluation pilot study focused on using an action research design to promote professional learning and improved student performance.

Statement 4: The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

Measurable Outcomes

85% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.

What professional learning structures have you found beneficial this year? (check all that apply)	
• PD Days	24/41
• PLCs	26/40
• Team/Department/Grade Level Meetings	39/41
• Coaching	15/39
• Lab Sites	13/40
• Co-teaching	12/40
• Observing in a colleague's classroom	11/40
• PD offered by an outside expert (summer institute or on-site PD)	21/40
• Off-site training or conference	29/41

85% of staff will respond positively to staff survey questions about the quality of the professional growth experiences throughout the year.

The professional learning experiences I had this year supported my work to ensure student growth.	29/38	78%
My practices have changed as a result of this year's professional learning experiences.	27/39	69%



STATEMENT 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Enhance communications with Mansfield families.

Newsletters mailed to all households have continued three times a year., the Facebook page has been maintained and special topic web pages have continued. Due to low attendance at Parent Advisory meetings, efforts to communicate with parents have focused on more direct means. The superintendent and Board Members have attended PTO meetings in each school and twice attended a variety of Mansfield community committee meetings to provide information regarding the proposed new elementary school. Three series of information sessions were held since late fall to provide detailed information to the community as work on the proposed school has progressed. Computer terminals with videos or interactive displays about the school project were made available around town this fall and spring. In addition, a dedicated website with information about the new school has been created. Working with the Town Manager's office, school articles have been included in the new Mansfield Views quarterly and the school district has been a partner in the Mansfield Branding Initiative.

Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.

Student centered instructional practices include students' self-assessment of their learning and the opportunity to share their learning with an authentic audience. This has resulted in several sharing experiences within the school day and during the evening. Parents, other students, and teachers are invited in to witness the work of students. Parents of children with special needs were invited to an informational session regarding the establishment of a parent network. Parents have also been engaged in a variety of committees such as the Wellness Committee, the Educational Specifications Work Group, and the Social and Emotional Learning Task Force.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

With the support of a State grant, hundreds of pounds of local produce were processed last summer, frozen, and used throughout the school year in school lunches and featured during community dinners. Working collaboratively with A Taste of Mansfield, three community dinners were again held this year with total attendance of over 400.

ACTIONS & INITIATIVES

Enhance communications with Mansfield families.

- Maintain the Mansfield Public School Facebook page to promote events, news, and other non-emergency information.
- Work collaboratively with the Board of Education to develop and distribute a district newsletter to families 3 times per year.
- Meet with district Parent Advisory Committee 4 times per year.
- Maintain special topic webpages to share detailed information on such topics as the facilities planning study, budget, and more.
- Work with town administration to complete a Mansfield branding project.

Work collaboratively with families to support student learning in the academics, the arts, and social and emotional health.

- Conduct a series of parent to parent conversations that support parenting and educational issues as identified as priorities by parents.
- Engage parents in understanding 21st century skills through a book discussion session.
- Continue to sponsor family events in the schools that celebrate the young child and the diversity of our community.

Work with local agricultural agencies and organizations to promote and support farm to school initiatives.

- Implement vegetable processing program through awarded USDA Farm to School Grant.
- Promote local agriculture in our cafeterias during Farm to School month (October).

Statement 5: The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Measurable Outcomes

In parent surveys, 90% of families will respond positively to questions focused on communication practices.

Across all four schools, 90% of parents responded agree or strongly agree to questions regarding school communication practices.

80% of families will respond positively to feedback sought after parent support programs.

Parents have responded positively to all programs and engagement opportunities although no formal data have been collected.



STATEMENT 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Work in collaboration with the Town of Mansfield School Building Committee to plan for the building of a new elementary school.

The superintendent and Board of Education have been partners with the Mansfield School Building Committee since June of 2018 in the school building process. Activities have included selecting an owner's representative and architect, identifying educational specifications, locating a site for the proposed new school, and preparing the building application as required by the Department of Administrative Services Office of School Construction and Grants. Included in this work is estimating building and operating cost for the proposed new school. This process has included gathering input and feedback throughout beginning with five opportunities for staff input into the educational specifications, open community information sessions with time for questions, and a question and answer page on the Mansfield School Project webpage.

Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

Step freezes for all unionized and non-unionized employees supported a zero budget for 2018-19. The ability to meet the needs of students with special needs within our district has reduced special education costs and continued examination of all operating expenses and practices has allowed for another year of minimal increases in the budget with an adopted 2019-20 budget just 0.76% above current year.

ACTIONS & INITIATIVES

Engage the community in a school facility planning process that focuses on the educational desires and goals of the school system.

- Hold staff and community sessions to gather feedback as building design is developed.
- Continue to communicate regularly to all Mansfield residents regarding the building project.

Create an operating budget that focuses on advancing the priorities and goals of the Mansfield schools.

- Engage administrators in a budget development process that examines all expenditures in light of current priorities and goals.
- Prepare presentations and communications to share with the public that provide detailed information about the budget proposal.
- Work with parent groups to promote understanding and support of the budget.

Statement 6: The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Measurable Outcomes

Complete building design by June 2019 for a new elementary school.

The application for a new school was submitted to the Department of Administrative Services Office of School Construction and Grants on June 17, 2019.

Contain operating costs to an average increase over five years of 3% or less.

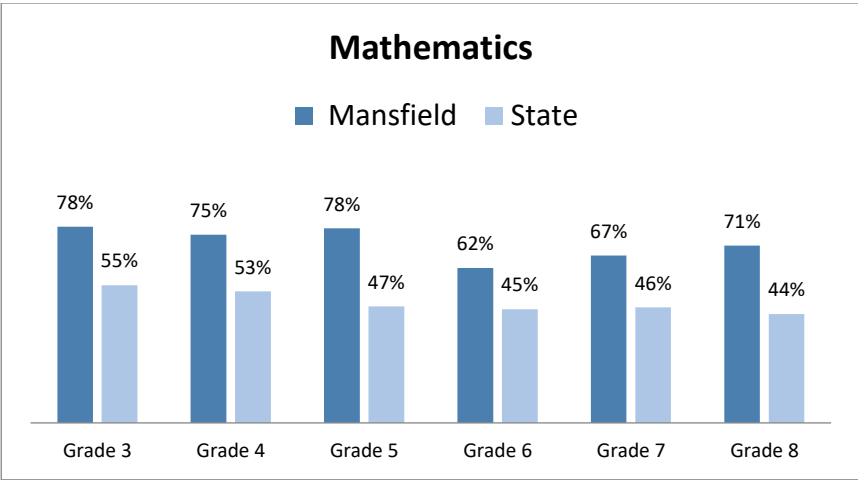
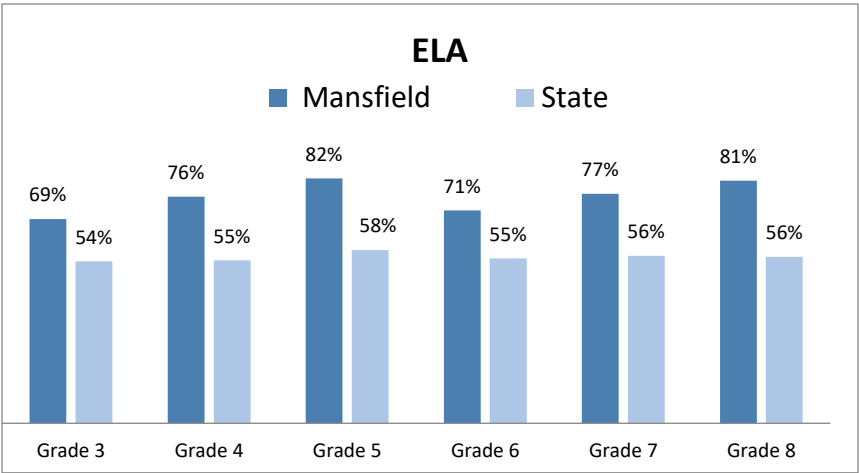
2019-2020 Budget increase = 0.8%
5 year average 2016-2020 = 2.23%

Year	Approved Budget	% Increase/(Decrease)
2015-2016	\$22,022,750	3.90%
2016-2017	\$22,980,500	4.35%
2017-2018	\$23,460,160	2.09%
2018-2019	\$23,460,160	0%
2019-2020	\$23,637,850	0.8%

Smarter Balanced Assessment

Percentage of Students Goal or Above

2019

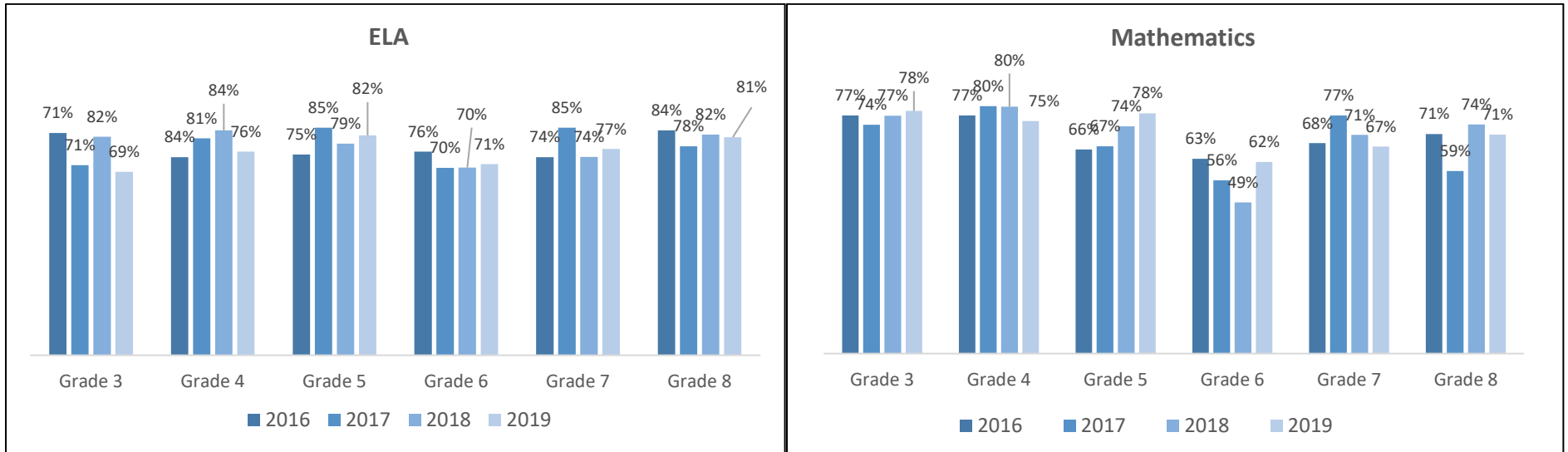


Science

Awaiting 2018-2019 results

Longitudinal Data

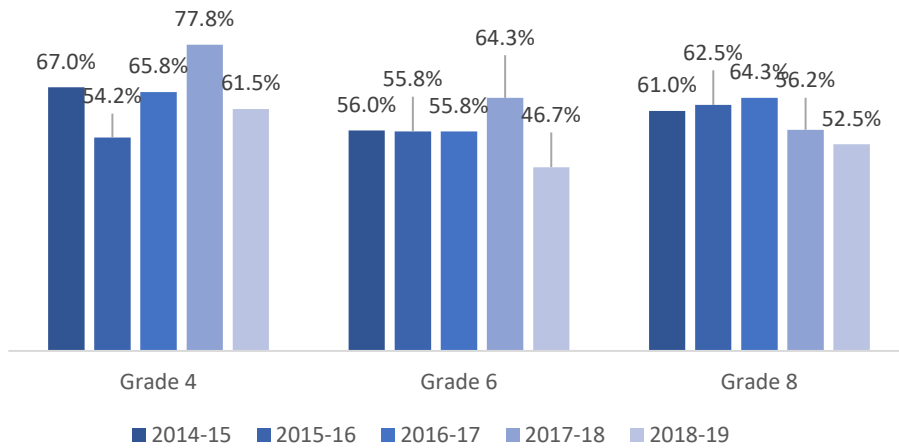
2016-2019



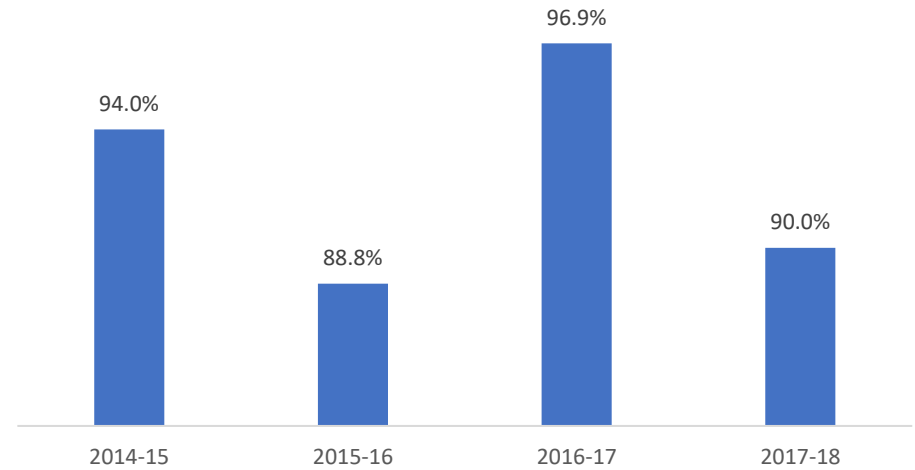
DRG C Rankings (Comparison to 26 DRG C districts)

	2015-16	2016-17	2017-18	2018-19
ELA	4/26	5/26	2/26	5/26
Math	4/26	6/26	4/26	5/26

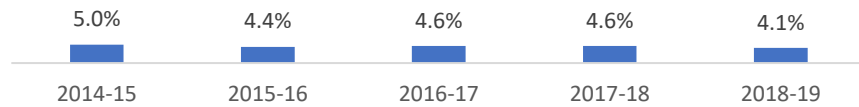
Physical Fitness Tests



% Students on Track to High School Graduation



Chronic Absenteeism (Percent of Students)



Behavior (Number of Suspensions)

